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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.1.1.    Sort, classify and order numbers and objects by one and two attributes including size, shape, color, texture, orientation, position and use, and explain the reason or rule used. (includes CR: Quick Images)  1.1.3. Replicate a pattern using a different representation, e.g., from color to shape.  2.2.13. Create problems and write one- and two-digit number sentences that reflect contextual situations and real world experiences. Solve the problems using a variety of methods including models, pictures, pencil and paper, estimation and mental computation, and describe the reasoning or strategies used. For example: Tell a story or draw a picture for a problem that can be solved using the number sentence 10 + 6 = 16.  3.1.1.    Identify and describe familiar two- dimensional shapes and three-dimensional solids in the environment and contextual situations.  3.1.2.    Copy two- and three-dimensional designs from visual memory.  3.1 4. Construct shapes and solids using a variety of materials and create two-dimensional shapes and designs with a line of symmetry.  **CR: Start With/Get To**  1.2.5. Model real-life situations that represent the result of counting, combining and separation of sets of objects (addition and subtraction of whole numbers) with objects, pictures, symbols and open sentences.  2.1.1 Represent and identify whole numbers up to 100 as groups of tens and ones using models and number lines.  2.1.3. Describe and estimate quantities using benchmark amounts such as zero, 10 and 100  2.1.4. Identify ordinal numbers up to 10th with an ordered set of objects, e.g., point to the fifth crayon lined up on the table.  2.2.9. Count by rote to at least 100.  2.2.10. Count on from a given amount, orally and with models, and count back from 10.  2.2.12 Identify, read and write numerals to 100.  **CR:Morning Meeting**  3.3.6.    Know the days of the week in order and locate dates, days, weeks and months on a calendar. Use the information to solve problems involving the planning and sequencing of events.  **CR:How Many Now?**  4.1.2. Collect and systematically organize and represent the data that answers the questions using lists, charts and tables, tallies, glyphs (coded pictures), picture graphs and bar graphs. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS** |
| **CCSS but not GLE’s** |